

## ACTIVEXPRESSION TEACHING TIPS



**PROMETHEAN**  
LIGHTING THE FLAME OF LEARNING

**ACTIVEXPRESSION TEACHING TIPS**  
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# WELCOME TO ACTIVEXPRESSION – TEACHING TIPS

**In this guide we want to show you just some of the opportunities  
Activexpression opens up in the classroom.**

## **What is this guide?**

This guide suggests some ways in which Activexpression can be incorporated with your teaching. The ideas here are just the starting point, so you can develop the ideas for your own lessons and begin to explore Activexpression's potential.

## **More help with Activexpression**

### **Manual:**

A Quick Start Guide is available on your Activexpression CD.

### **DVD:**

A DVD, with tips on how to get started, is also supplied with the Activexpression.

### **Help files:**

Click the Main Menu button. Select Help.

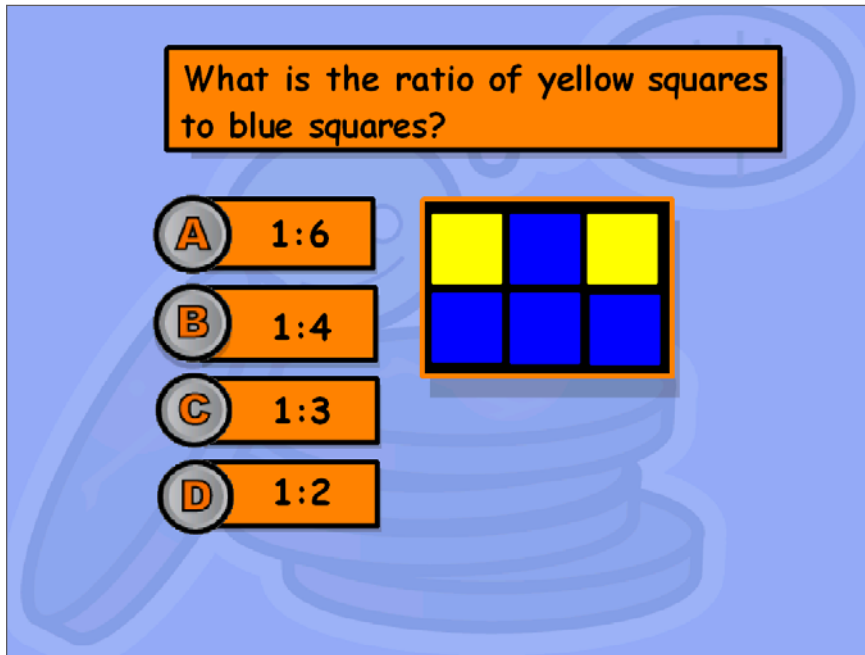
### **Promethean Planet:**

For a range of resources, visit [www.prometheanplanet.com](http://www.prometheanplanet.com)

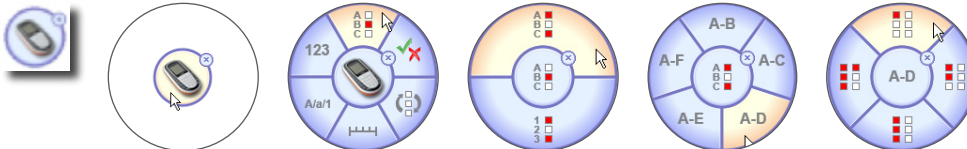
# STANDARD MULTIPLE CHOICE QUESTIONS ARE JUST THE BEGINNING

## Multiple choice questions

Standard multiple choice questions are just the starting point for Activexpression. Here is an examples of a standard question which you can ask using Activexpression devices.

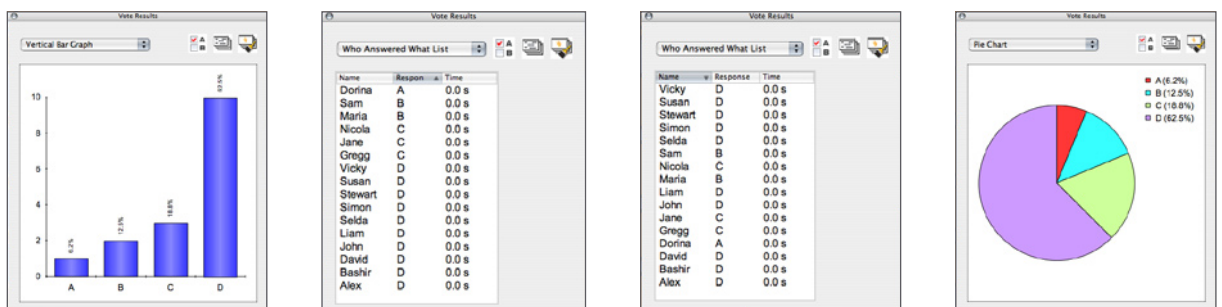


To ask this question:



### What can you do with the results?

The results of one simple question can be viewed many ways. You can show bar charts, a pie chart, or you can show charts showing who answered which question.



# MORE MULTIPLE CHOICE OPTIONS

## Enhanced multiple choice

You have a range of options which let you ask more in depth questions to challenge your students.

The question shown here asks for two answers.

**If the outer numbers are multiples of the hidden middle number, which two answers could the middle number be?**

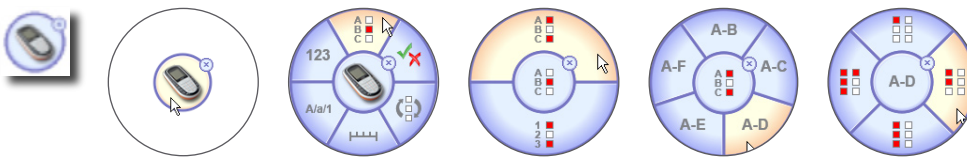
**A 3**  
**B 4**  
**C 6**  
**D 12**

24  
18  
?  
12

Notes Reset

You could ask students to send either answer or both answers. In this way, the question can allow for different levels of ability.

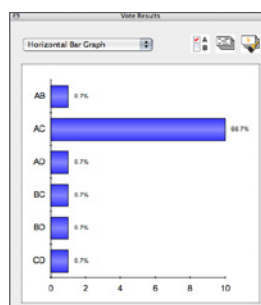
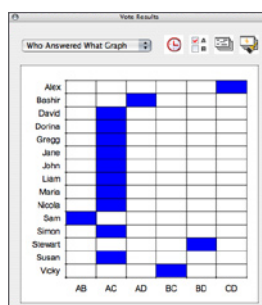
To ask this question:



**What has the teacher done with the results?**

On these results, the teacher has chosen to display a chart showing who has given which answer. The teacher can then ask a student to explain their answer.

The teacher has also displayed a horizontal bar graph. A and C clearly has the most responses, showing that the students have understood the question.



# MORE MULTIPLE CHOICE OPTIONS

## Enhanced multiple choice

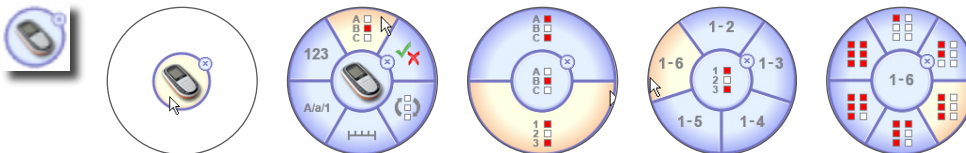
With this question you can ask for everyone's feedback on a presentation done by one student. This is a great way to include peer-to-peer reviews into a lesson. Students give three answers to this question.



**Three things you liked about the presentation**

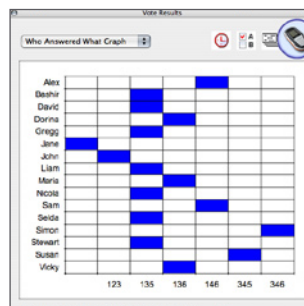
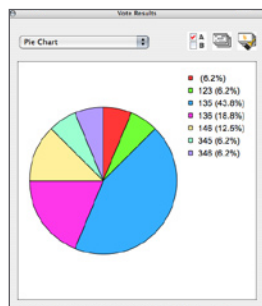
- 1 Pacing
- 2 Well structured
- 3 Good use of images/other media
- 4 Length
- 5 It was interesting
- 6 It was informative

To ask this question:



### What has the teacher done with the results?

On this question, the teacher has displayed a pie chart, showing that 43.8% of students selected 3,4,6. Then, looking at who gave which answer, the teacher began a discussion of areas how the presentation could have been improved.

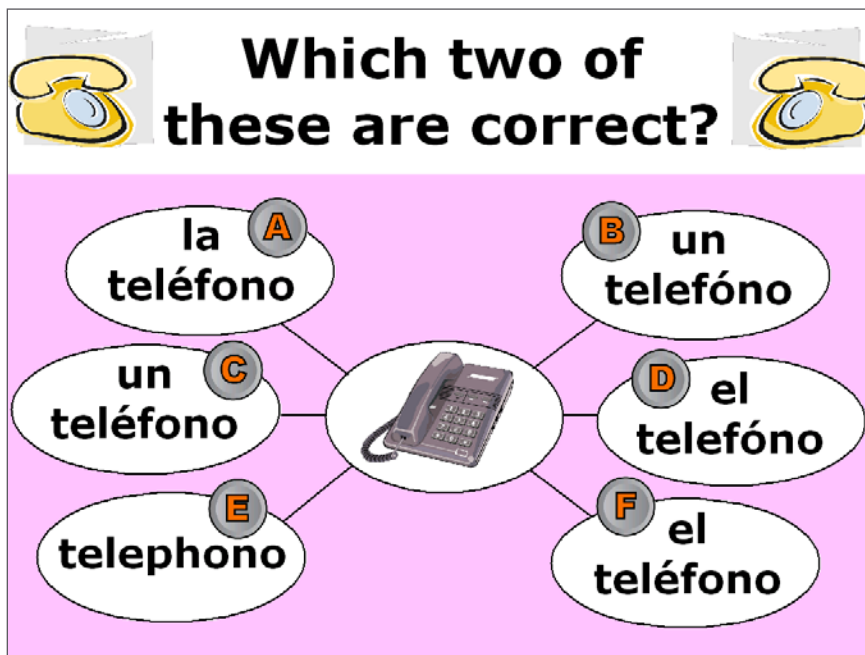


# HOW SHOULD YOU FOCUS FUTURE LESSONS?

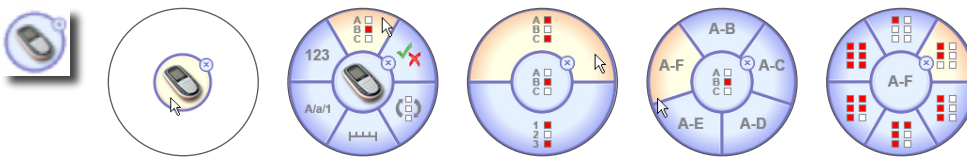
## Enhanced multiple choice

In this example a Spanish language teacher has asked students to choose the two correct spellings. With this question, the teacher can find out a number of points:

- Can the students spell the words?
- Have the students understood whether the word is masculine or feminine?
- Do the students understand indefinite and definite articles?
- Do the students understand where to place accents?



How to ask this question:

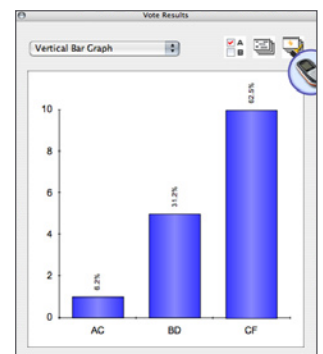


What do the results show?

Most students here have answered this question correctly. More significantly, however, 31.2% of students gave the same wrong answer. The teacher can see that a significant number of students haven't understood how to use accents in Spanish. How could those who answered correctly help those who didn't?

Some examples of what teachers can do with this feedback:

- See whether students have understood
- Develop future teaching strategies
- Set homework
- Use for revision later in the year

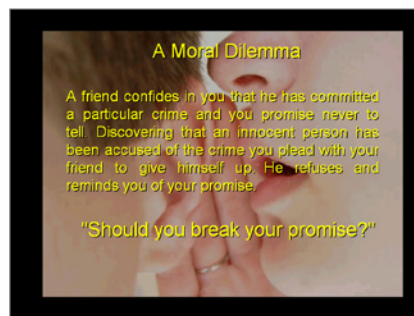
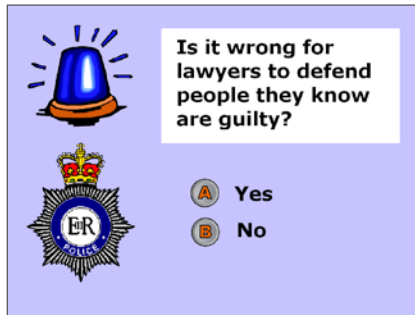




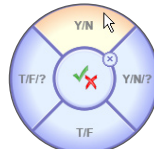
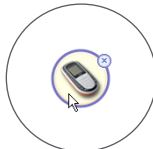
# FIND OUT WHAT YOUR STUDENTS REALLY THINK

## Yes/no question

These pages can be used to prompt a discussion in class. A vote could be held before and after the discussion. Typically, teachers might have asked for students to put their hands up to show whether they agree or disagree with something. With Activexpression students can now tell you what they really think, anonymously, without peer pressure.



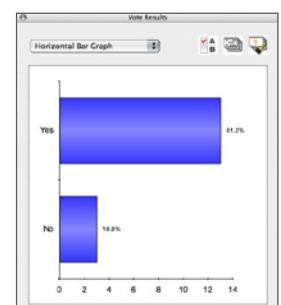
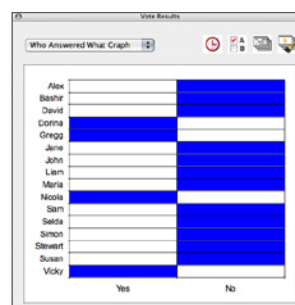
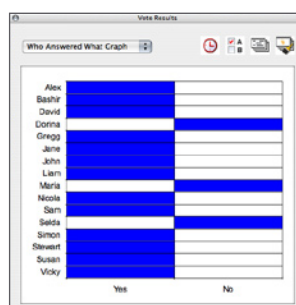
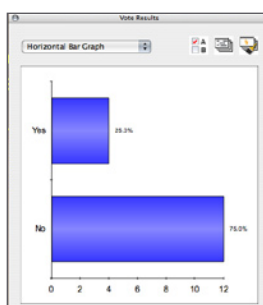
To ask these questions:



**How has the teacher used the results?**

These results can be used to generate discussion. The teacher can create groups or pairs of students to argue their case by looking at who gave which answer.

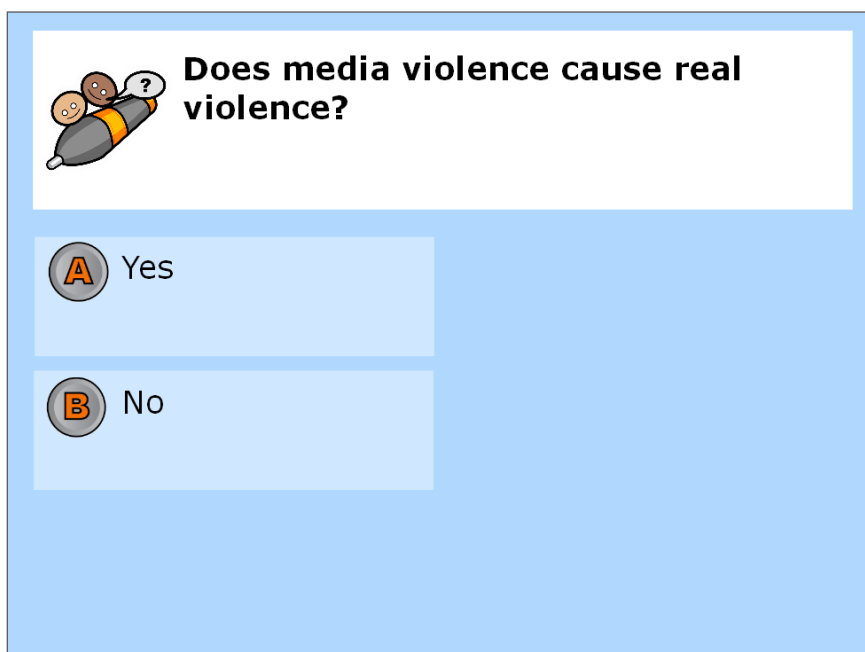
By pasting the results onto the page a record is made of the original thoughts of the class. Another vote can be taken at the end of the lesson. As we see here, many students changed their mind.



# USE THE EXPRESS QUESTION WIZARD

## Yes/no question

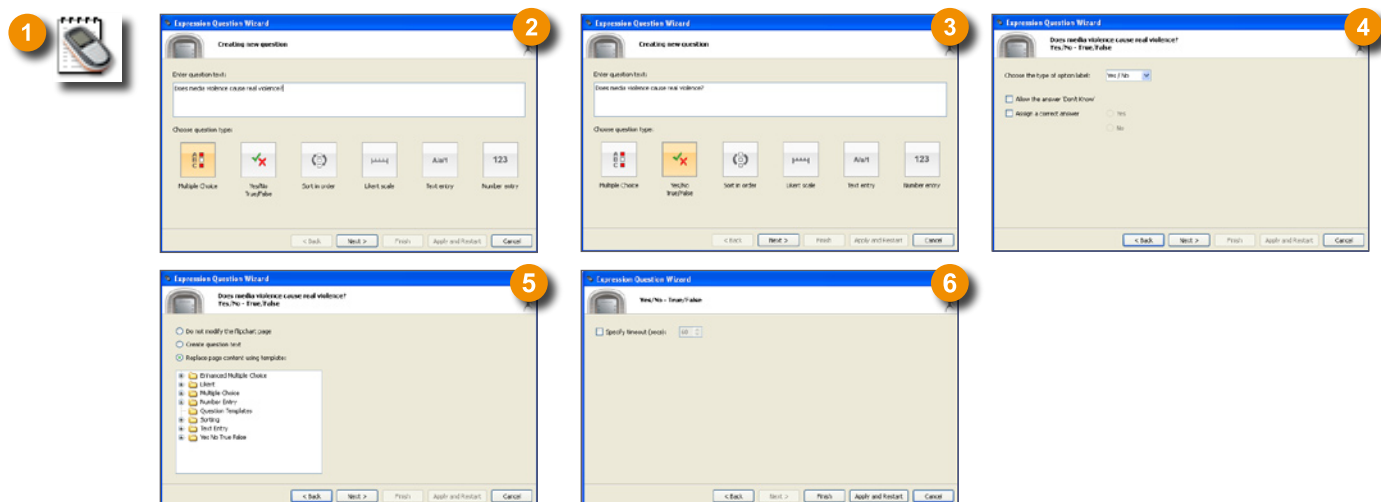
Many templates are available to help you quickly create Activexpression questions. When you create a question using the wizard, you only have to click on the Ask Question button to begin the vote.



The screenshot shows the 'Express Question Wizard' interface. At the top, there is a question: "Does media violence cause real violence?" with a cartoon bomb icon. Below the question, there are two answer options: "A Yes" and "B No". The interface is light blue with a white header area.

### How the teacher created this question

Open a flipchart page.



The sequence of screenshots illustrates the steps to create a Yes/No question using the Express Question Wizard:

- Step 1:** A flipchart page is open, showing a question template.
- Step 2:** The 'Express Question Wizard' is launched, showing the 'Creating new question' screen. The question text 'Does media violence cause real violence?' is entered.
- Step 3:** The 'Express Question Wizard' is shown with the 'Yes/No' question type selected.
- Step 4:** The 'Express Question Wizard' is shown with the 'Yes/No' question type selected, and the 'Allow the answer 'Don't know'' option is checked.
- Step 5:** The 'Express Question Wizard' is shown with the 'Yes/No' question type selected, and the 'Assign a correct answer' option is checked.
- Step 6:** The 'Express Question Wizard' is shown with the 'Yes/No' question type selected, and the 'Specify correct answer' option is checked.

To ask this question:



# HAVE YOUR STUDENTS UNDERSTOOD?

## Sort in order

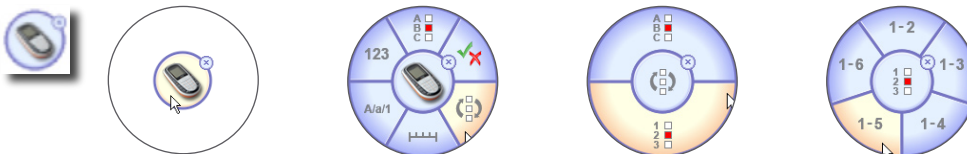
The sorting questions offer you an instant way to find out whether your students have fully understood a subject.

The exercise shown here gives students a fun way to summarize a topic. Export the results and you can come back to them later in the year to see your students' improvement.

The question shown here asks to put five stages in order.

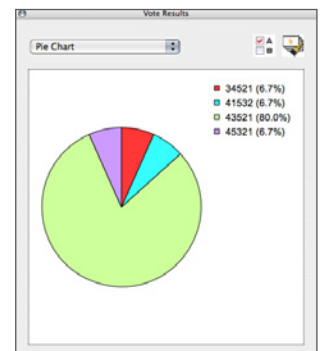
The screenshot shows a question titled "Life Cycle of a frog" with a sub-instruction "Put the stages in the correct order". On the left, there is a diagram of five empty circles connected by lines in a pentagonal shape, intended for students to place the stages of a frog's life cycle. On the right, five numbered stages are shown: 1. An adult frog, 2. A tadpole with a long tail, 3. A small tadpole, 4. A cluster of frog eggs, and 5. A small froglet. The interface includes a question icon and a timer.

To ask this question:



What do the results show?


The pie chart here shows that the students have understood the topic.




# INSTANT FEEDBACK

## Sort in order

This page can easily be adapted to include images of your students. Sorting items in alphabetic order becomes more fun for everyone.




### Put the surnames in alphabetical order




**Davina Rumbaugh**

1




**John Baldwin**

2




**Reg Bunten**

3




**Fatima Patel**

4



**Ty Light**

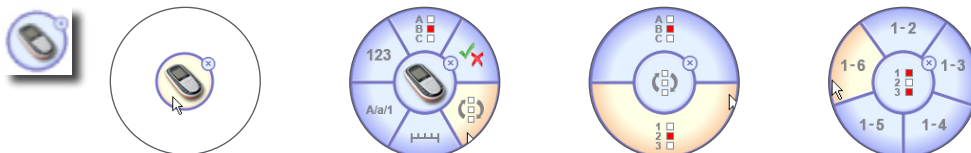
5



**Francene Cross**

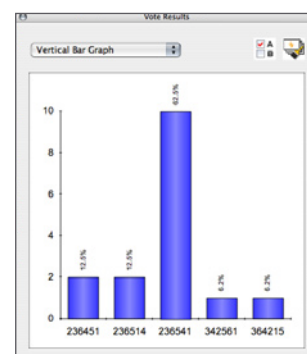
6

To ask this question:



### What do the results show?

This bar chart can be used for a separate discussion on why some students answered incorrectly. Common misconceptions can be identified if many students have given the same wrong answer. This can be addressed straight away. This instant feedback is beneficial for both teacher and students.




# ONE QUESTION PROMPTS FURTHER QUESTIONS

## Sort in order

These pages, used as part of a language lesson, can be used to find out how well students understand a subject. In this case it could either be a verb tense or time phrases that are being assessed. Find out gaps in your students knowledge.

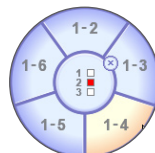
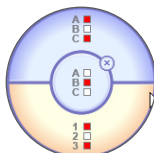
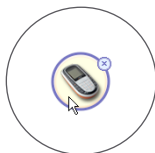
**Can you put these events in order?**

- 1 Hier soir, j'ai mangé dans un restaurant italien.
- 2 La semaine prochaine, je vais visiter ma tante aux Etats-Unis.
- 3 Aujourd'hui, je joue au foot avec mes amis.
- 4 L'année dernier, je suis alle en vacances en France.

**Can you put these events in order?**

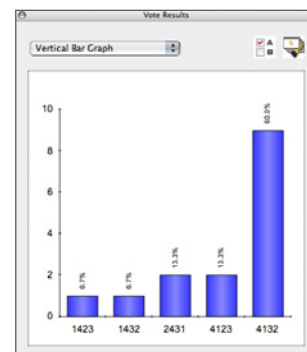
- 1 En año que viene, voy a visitar a mi amigo en Italia.
- 2 La semana que viene, vamos a ver las pirámides.
- 3 El mes pasado, mi hermana se casó.
- 4 Esta noche, vamos al teatro.

To ask these questions:



**How could the teacher use the results?**

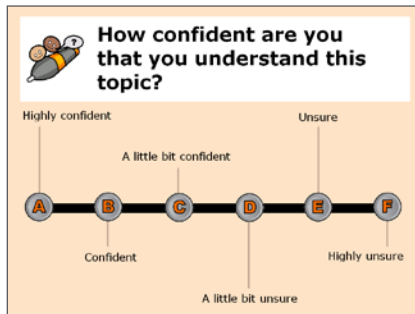
The results show that most students understand this vocabulary. How could the students change the sentences to make the wrong answers correct?



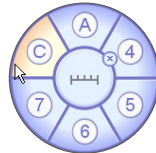
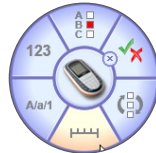
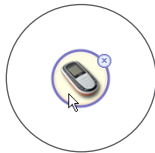
# CHECK YOUR STUDENTS' CONFIDENCE

## Likert scales

With questions such as the ones shown here, you can check whether your students feel they have really understood a subject.

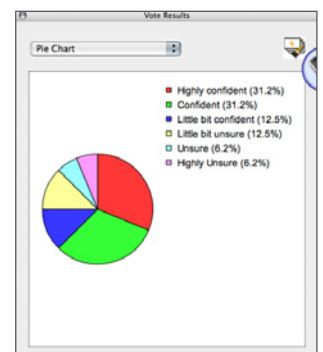


### How to ask these questions:



### What do the results show?

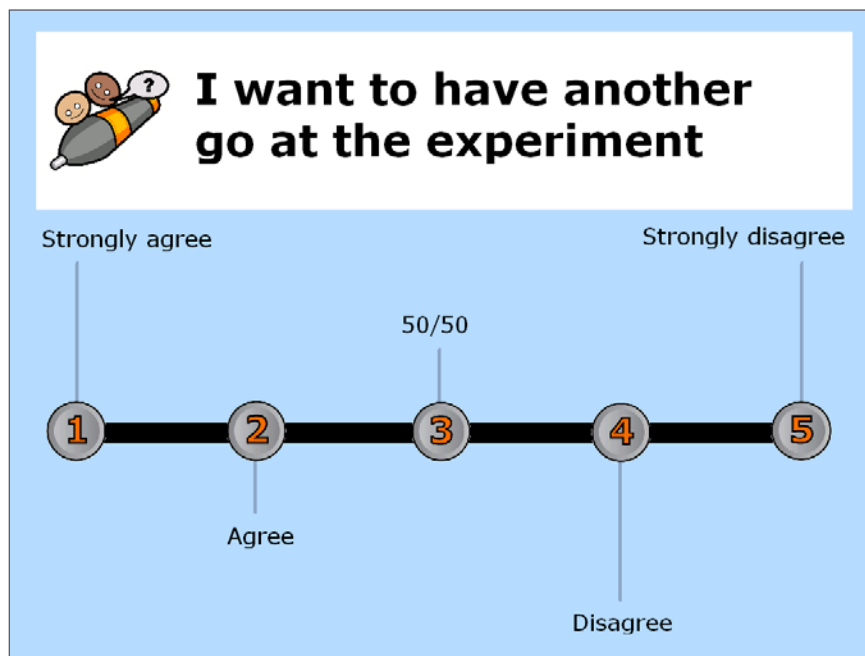
This pie chart shows that most students feel confident that they understand the topic. A significant number, however, are not confident. Perhaps more support is required for these students.



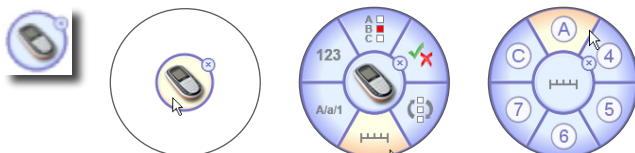
# DO YOU NEED TO COVER A SUBJECT IN MORE DEPTH?

## Likert scales

Here's an example of a Likert scale question where all your students can let you know if they feel they need more information.

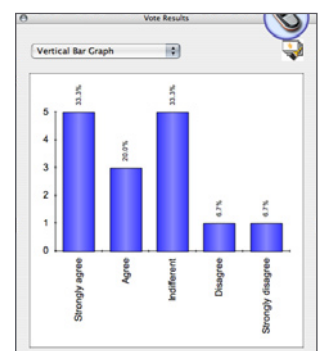


How to ask these questions:



What do the results show?

According to this chart, the majority of students would like to have another attempt at the experiment.



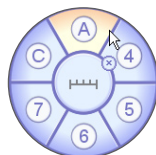
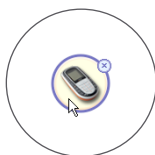
# START A DEBATE

## Likert scales

Likert scales can also be used before and after debates to check your students' opinion on a subject.



How to ask this question:





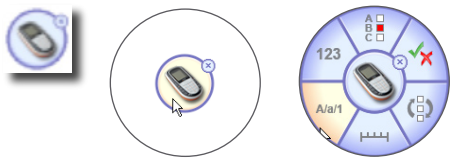
# ENCOURAGE CREATIVITY

## Text

With Activexpression, every student can contribute their ideas. Whereas previously, a few extrovert students would put up their hands to offer ideas, now all students can send their ideas. This flipchart shows one of a series of story-prompts for a piece of creative writing. The planning of the story can be done as a whole class activity to scaffold the process. All students' ideas can be shared and discussed.



To ask this question:



What can the teacher do with the results?

The teacher just has to click the Word Seed button and the suggested names of the story's setting can be pasted on the flipchart. Many opportunities then arise for discussing which names to use. You can also list the results by name, so you can see who gave which response.



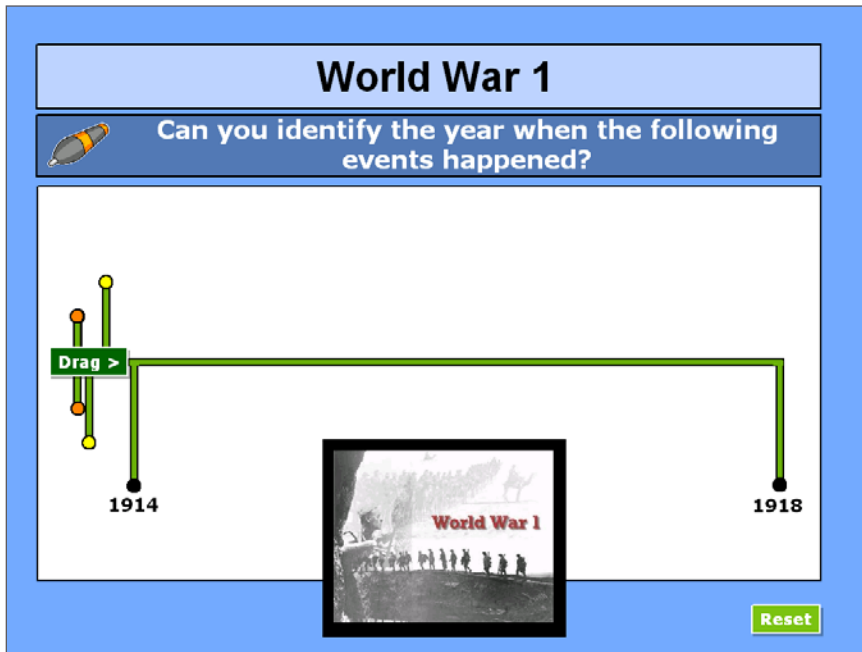
Name	Response	Time
Alox	Planet blob	0.0 s
Bashir	lo	0.0 s
David	Triklop	0.0 s
Dorina	Planet of doom	0.0 s
Gregg	earth	0.0 s
Jane	lggle	0.0 s
John	Vulcan	0.0 s
Liam	Celeste	0.0 s
Maria	jj	0.0 s
Nicola	Mars	0.0 s
Sam	KLARK	0.0 s
Selda	Land of Zelda	0.0 s
Simon	Luna	0.0 s
Stewart	Megloo	0.0 s
Susan	Krypton	0.0 s
Vicky	Pluto	0.0 s

# RECALL FACTS

## Text

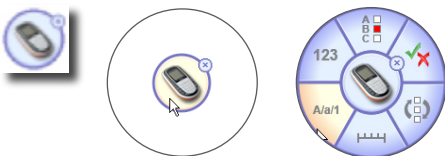
You can quickly check how much your students have learned using questions such as the one shown here. Events are dragged from behind the picture and students are asked to text the month and year when they think the event took place.

This is ideal for assessing recall of facts - in this case key dates - which may be essential in formal tests. Using the timeline, the events can be placed once the date is revealed, providing a visual reminder for students.



The image shows a digital interface for a World War 1 timeline. At the top, a blue header reads "World War 1". Below it, a dark blue box contains a pencil icon and the text "Can you identify the year when the following events happened?". The main area is a white rectangle with a green timeline line. On the left, a vertical line has several colored dots (yellow, orange, red, green) and a green box with "Drag >". A horizontal green line extends from this point to the right, ending at a black dot labeled "1918". On the left, a black dot is labeled "1914". In the center of the timeline, there is a black and white photograph of soldiers in a trench, with the text "World War 1" overlaid in red. A green "Reset" button is in the bottom right corner.

To ask this question:





# A MIXTURE OF LEARNING STYLES


## Text

The examples here mix kinaesthetic and aural learning styles with a text vote. Students can answer a question while listening to music or a speech. They can send the outcome of an experiment to the board so that all students can see all results.

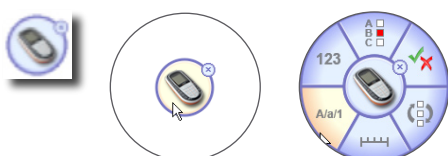
**Send one word from this French speech**  
Hint: This recording is about French trains

**Send one instrument you can hear**  
Felix Mendelssohn: Overture to "Fingal's Cave"



**Using a stopwatch in an experiment**  
How long does it take the water to boil?

To ask these questions:



### What can the teacher do with the results?

We have used the Fingal's Cave question here. Click the Word Seed button to paste the instruments identified on the display. Students can vote again to name the remaining missing instruments. Many follow-on exercises can then be done: sort the instruments into sections of the orchestra; put the instruments in the order in which they first appear in Fingal's Cave.

**Send one instrument you can hear**  
Felix Mendelssohn: Overture to "Fingal's Cave"

cello bassoon clarinet trumpet  
violin percussion tuba  
cello trumpet trombone violin violin



Vote Results

Text Report

bassoon	1	6.67%
cello	2	13.33%
clarinet	1	6.67%
flute	1	6.67%
harp	1	6.67%
percussion	1	6.67%
trombone	1	6.67%
trumpet	2	13.33%
tuba	1	6.67%
violin	4	26.67%

# USE ACTIVEXPRESSION WITH OTHER PROGRAMS

## Text

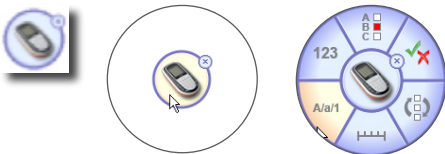
When any program is open, you can launch Activexpression and use the Express Poll options to ask a question.

Here, the teacher opened Internet Explorer and opened [www.prometheanplanet.com](http://www.prometheanplanet.com). He then asked the students which of the options on the web page they want to explore in more depth.



### To ask this question:

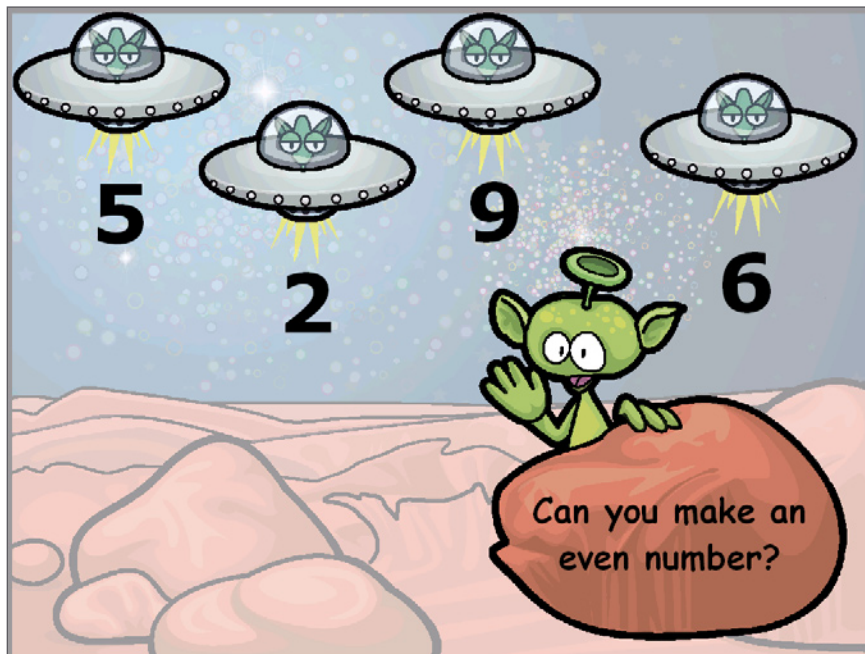
The teacher asked: Which of the Secondary Resource Pack links do you want to click?



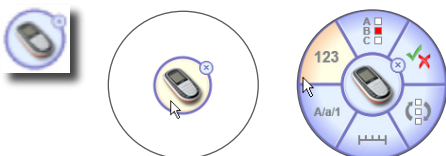
# STUDENTS TAILOR QUESTIONS TO THEIR OWN LEVEL

## Numeric input

On the question shown here, students can tailor the question to their own level. Students could perform calculations as simple as  $6 + 2$  or as complicated as  $9 \times 6 \times 2 \times 5$ . When the vote has taken place, ask students to come and show their calculations.



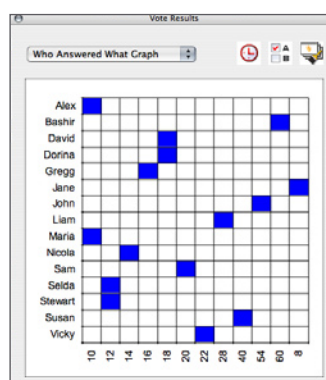
To ask this question:



### What can the teacher do with the results?

The teacher has shown a list of all the answers alongside the students' names. The answers are ordered by their response. The teacher uses this list to ask students how they came up with their answers, perhaps choosing two students with the same answer and asking if they used the same method.

Name	Response	Time
Maria	10	0.0 s
Alex	10	0.0 s
Stewart	12	0.0 s
Selda	12	0.0 s
Nicola	14	0.0 s
Gregg	16	0.0 s
Dorina	18	0.0 s
David	18	0.0 s
Sam	20	0.0 s
Vicky	22	0.0 s
Liam	28	0.0 s
Susan	40	0.0 s
John	54	0.0 s
Bashir	60	0.0 s
Jane	8	0.0 s

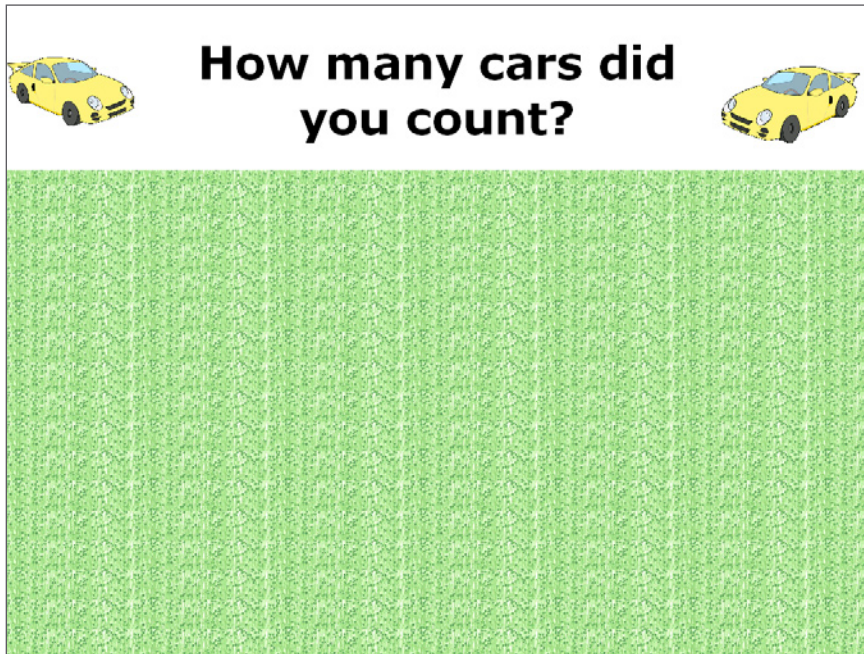




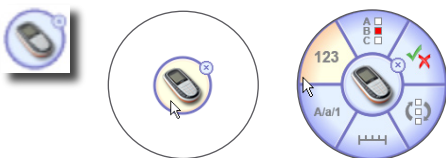
# QUICKLY GATHER RESULTS

## Numeric input

Activexpression can make data collection easy. If your students have been out on a field trip, gather all the numbers quickly using a question such as the one here.

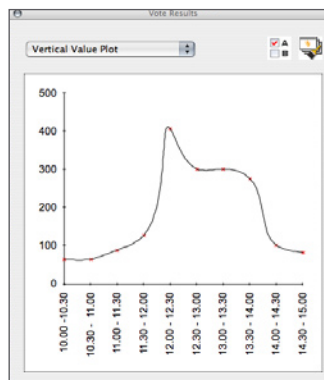
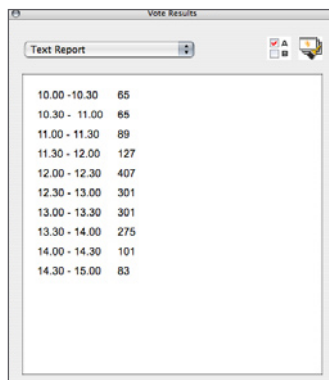


To ask this question:



### How has the teacher gathered the results

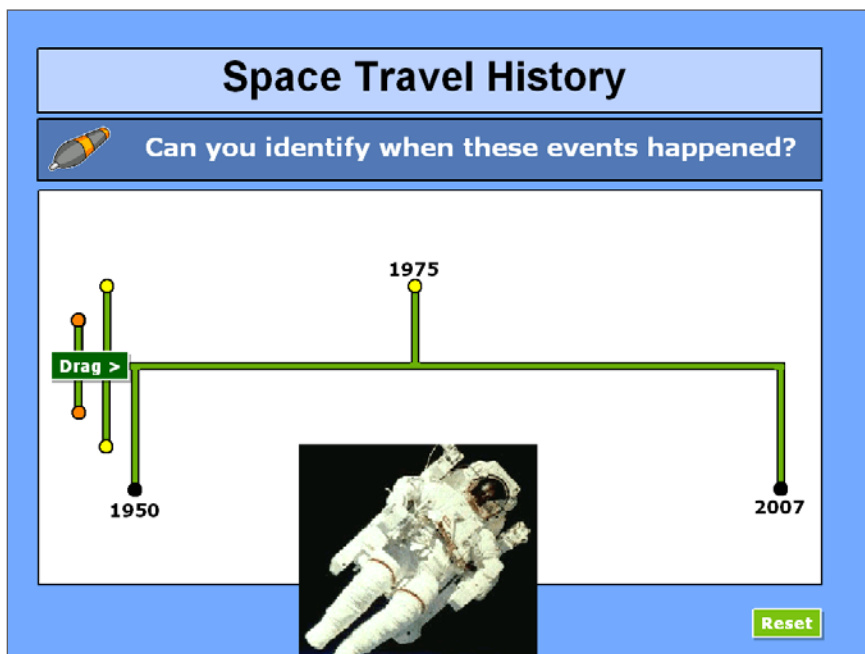
Each group of students renamed their devices with the time of the day they did their survey. When each result was sent, it could then be shown as a graph.



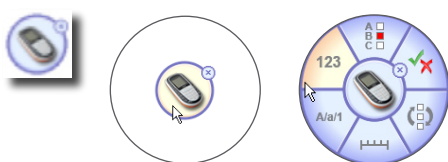
# HOW MUCH HAVE YOUR STUDENTS LEARNED?

## Numeric input

In the example here, an event is dragged from behind the astronaut. Students are then asked to vote when they think the event took place. The vote can be done in groups, so students can pool their knowledge. When you have received all the answers the class can discuss the responses and consider the correct option in relation to other events on the timeline.

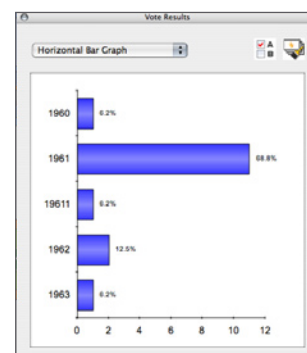


To ask this question:



What do the results show?

The results here show that most students know when the event took place.

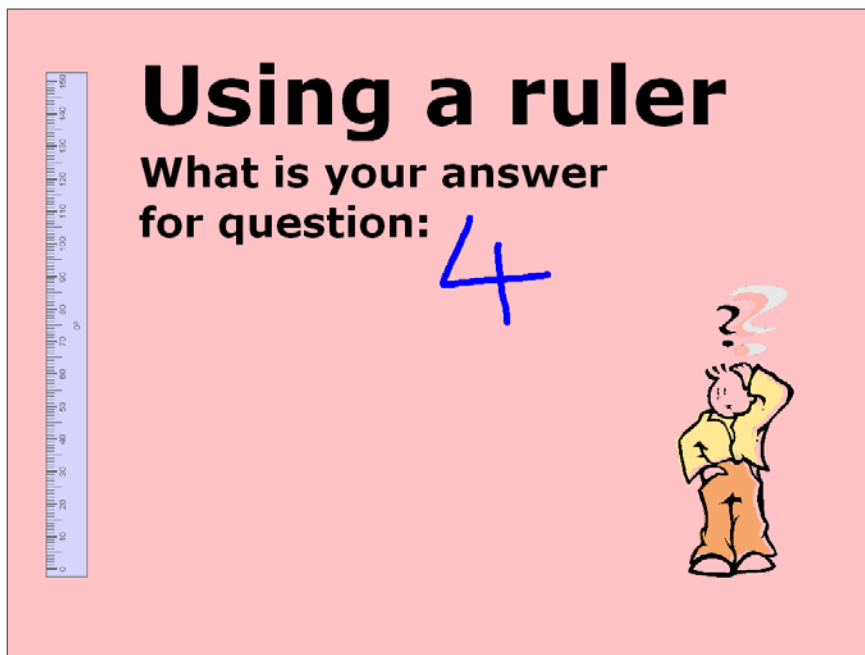


# FORMATIVE ASSESSMENT

Integrate Activexpression into your teaching. Students can work from worksheets and send their answers, when the teachers ask, to the Activboard.

## Numeric input

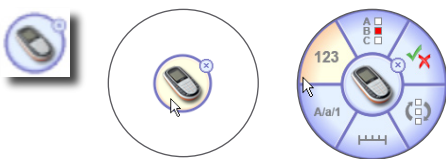
In this example we've used a numeric vote but it can be used with many types of vote. Students are working from sheets measuring lines. The teacher asks students to measure the line and send the answer to the Activboard.



**Using a ruler**  
What is your answer  
for question: 4

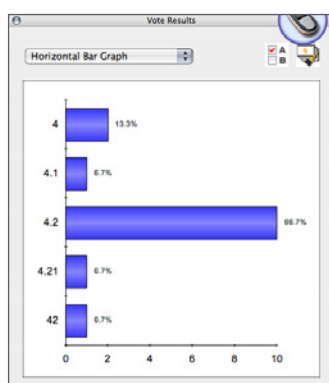
A vertical ruler is shown on the left, ranging from 0 to 150. A large blue number '4' is written next to the question. A cartoon character is on the right, looking confused with question marks above its head.

How to ask this question:



What do the results show?

These results show that most students agree that question 4's answer is 4.2. How can the differences be explained? Perhaps more accuracy is needed. In Sam's case, the unit in which the answer was given was misinterpreted.



A text report titled 'Vote Results' showing the individual votes for question 4.

Student	Answer
Alex	4.2
Bashir	4.2
David	4.2
Dorina	4.2
Gregg	4.2
Jane	4
John	4.1
Liam	4.2
Maria	4.2
Nicola	4.2
Sam	42
Selda	4.2
Simon	4
Stewart	4.21
Susan	4.2




# PAIRWORK AND GROUPWORK

## Numeric input


Students don't have to work individually with Activexpression. Your students can work together to find out the answers to these equations then send the answer to the Activboard. In this case, the teacher only asked for the answer. With a Text response, the whole calculation could be sent.

**Solve these simultaneous equations using an algebraic method**

$$4x + 3y = 26$$
$$6x + y = 18$$

 **x =**

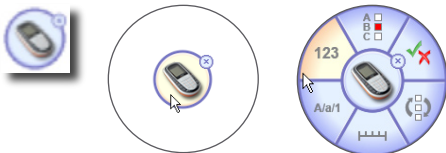
**x =**

 **y =**

**y =**

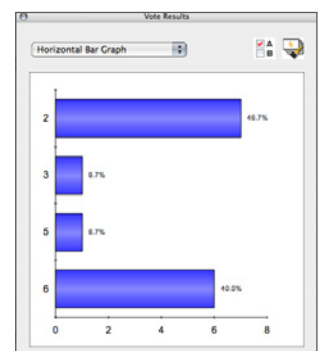
**Use Numeric Input on your Activexpression to send your answer to the board**

To ask this question:



**What do these results show?**

These results show that the students haven't fully understood the question. The teacher only wanted the students to say what x equalled. This confusion needs clarifying.



# USING THE EXPRESS QUESTION WIZARD



Throughout this guide we show you how to use the Express Question Menu options to get responses from your students.



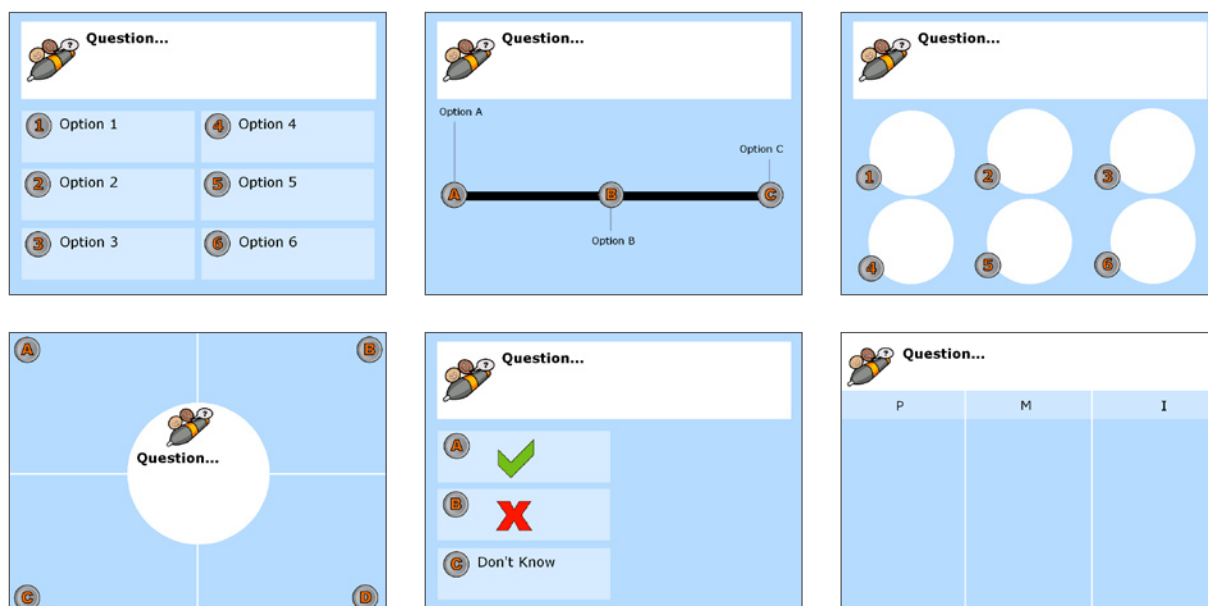
You can use the Express Question Wizard, however, to preset the response options for all these questions.



In this way, you only need to click the Ask Question button to get student responses.

## ONLY THE BEGINNING

We've created the flipcharts used in this manual from a range of sources. Many templates are available with Activexpression to help you create your own questions quickly. Explore the Express Question Wizard's options to view the full range of templates.



# MORE INFORMATION

## Help files and DVD:

1. In Activexpression, click the Main Menu button.
  2. Select Help.
- A DVD is also distributed with Activexpression showing you how to get started with the devices.

## Technical Support:

Visit <http://prometheankb.com> for a range of articles.  
An online form is available here for further queries.

## Technical Support telephone:

UK only 0870 165 2210  
German language +49 (0) 201 8561355  
France only 0826 621245  
French language +44 (0) 1254 290 997  
EMEA +44 (0) 1254 290 994  
Americas English language +1-678-762-1800  
Spanish language +1-678-762-8100  
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## Promethean Planet forum

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